AOTrauma Faculty Development Program

Committed to Excellence in Teaching
**Value statement**
AOTrauma is committed to improving patient care outcomes through the highest quality education. We strive to combine the right knowledge and surgical skills that empower orthopedic and trauma surgeons to put theory into practice and to improve fracture management for the benefit of the patient.

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**Abbreviations**
- AOTEC—AOTrauma Education Commission
- CoP—Community of Practice
- CPD—Continuing Professional Development
- CT—Coaching Training
- CTP—Chairperson Training Program
- ELP—Educational Leadership Program
- FEP—Faculty Education Program
- RETT—Regional Education Team Training

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**Faculty development process**

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Why do surgeons seek out AO courses?

Why do surgeons seek out AO courses? AO Trauma is renowned for its dedication to Continuing Professional Development (CPD) for surgeons around the world—high-quality courses delivered by exceptional faculty are the standard. The AO Trauma Global Needs Analysis, a 2012 study designed to capture the educational needs of surgeons, revealed what we intuitively knew to be true: the involvement of qualified faculty in AO Trauma education improves motivation to learn (in 2013, 40,000 surgeons were trained by 3,000 faculty).

Investing resources into faculty development and management has been critical in establishing our positive reputation. With the guidance of the AO Trauma Education Commission (AOTEC), the Faculty Development Program has continuously evolved and expanded. Through the Faculty Education Program, clinical experts are given the tools and skills to become better teachers, making them experts in education.

Progressing through the different faculty roles requires deep interest and a commitment to learning. All faculty and chairperson positions have an application, nomination, or recommendation element, followed by selection or approval, then applicable course certification, and assessment.

We are looking for faculty with the following characteristics to advance along the faculty development continuum:

- Expertise in clinical care
- Excellent communication and teaching skills
- High motivation (career pathway)
- Proven teaching performance

It is no secret that faculty development is the key to a successful teaching role for surgeons; it also provides opportunities for faculty to challenge themselves while advancing their careers. This brochure contains the latest information about the AO Trauma faculty development program and will help you navigate through the requirements for your career progression in education.

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Why I love teaching on AO courses …

As an average orthopedic surgeon you treat 50 patients per week for 40 weeks a year = 2,000 patients per year.

If you work for 25 years, you treat about 50,000 patients during your whole career.

If you teach one AO course to 50 participants, you influence the treatment of 2.5 Million (50,000 x 50) patients per AO course.

If you teach 10 AO courses, you influence the treatment of 25 Million patients!

If you teach 20 AO courses in your lifetime, you influence the treatment of 50 Million patients! (This is the equivalent of working for 25,000 years!)

If only one participant you teach becomes AO faculty him- or herself, you would have taught 20 AO faculty members. Each in turn would then influence the treatment of 50 Million patients which amounts to 1,000 x 1 Million or one billion patients!

Thus teaching 15 faculty members in only one Faculty Education Program = influencing the treatment of 15 Billion patients!

And so on …

This is why I love teaching!

Mamoun Kremli MBBS, FRCS
Dean of Medical College,
Professor and Consultant Pediatric Orthopedics
Al Mareefa College
Riyadh, Saudi Arabia
When developing a curriculum, surgeons and educationalists come together to ensure all education programs are based on learner needs. Education that integrates the seven principles mentioned below is balanced, learner-centered, and targeted to the evolving needs of surgeons.

## Education principles and methods

### The 7 principles of education

**Guiding education toward the future**

All curriculum development is approached with a best-practices mentality. This facilitates the selection of the most appropriate educational strategy and teaching method. Faculty learn how to derive their teaching strategies from evidence-based medical education—which translates into improved performance for participants.

### Competency-based curriculum

The integration and interdependency of four key aspects of education defines AOTrauma’s educational strategy. These key aspects are (1) clearly defined educational plans, (2) supported by relevant resources, (3) facilitated by assessments, and (4) directed by faculty development. The intersection of these four aspects is always kept at the forefront of the planning process to offer competency-based curricula. To optimize the impact of educational programs and learning activities, competencies (or abilities) are seen as a combination of the specific knowledge, skills, and attitudes that enable surgeons to effectively perform in their practice, setting and meeting the standards of the profession. Nevertheless one should not forget that learning does not entirely depend on courses and does not always happen as a result of conscious effort. The importance of practice, reflection, and interpretation needs always to be considered.
Continuum of roles

Find your place at your pace

Faculty
Faculty are responsible for delivering high impact lectures, leading interactive discussion groups, and instructing at the table during practical exercises. In addition, they manage time and logistics for their course activities. Faculty set and communicate reasonable expectations and motivate learners by encouraging interaction and providing appropriate feedback. After reflecting upon the objective evaluation of their teaching, faculty seek ways to improve their performance.

Course Chairperson
Chairpersons collaborate and manage educational activities, while displaying sensitivity to cultural and organizational issues. Using AO-specific tools and platforms to plan, organize, and direct their courses, chairpersons design educational activities while communicating effectively to meet learning outcomes. They provide constructive feedback to faculty and responsibly manage resources and personnel. They resolve issues that arise before, during, or after a course.
The continuum of faculty development offers opportunities and challenges that vary depending on the position. Training has been customized to reflect the responsibilities required for each role. AOTrauma offers cooperative, collaborative, and supportive education that develops lifelong learning skills and encompasses diverse learning styles. Since the first AO course in the 1960s our skilled faculty has facilitated courses for over 250,000 surgeons and 135,000 operating room staff from over 110 countries.

**Coaches**

Coaches provide coaching to faculty using **structured feedback** protocols that seek to bring about lasting change and compelling outcomes in self-awareness as teachers. In addition to acting as faculty members, coaches receive further training to develop their capacity to ***critically evaluate*** their own and others’ performance, to self-monitor and move towards professional autonomy. The coaching module was added in 2012.

**Regional Education Teams (RET)**

Regional Education Teams (RET) are responsible for training faculty. They plan and conduct regional Faculty Education Programs. Overseeing and **assessing program quality** within each region, they directly interact with faculty to coach, mentor, and assist them in implementing new programs. They take into account, and are sensitive to regional barriers and/or strengths, while focusing continually on program improvement in order to best meet the needs of surgeons in their region.

Abbreviations: see page 2
Faculty career pathway

Progression of learning

Effective educators exemplify and promote lifelong learning. The faculty career pathway starts with nomination and selection, and through the evolution of teaching skills, moves toward different levels of educational responsibilities. Developed solely for this role, the Faculty Education Program (FEP) offers the opportunity to refresh and energize teaching know-how. Once approved, faculty educators can access tailored faculty programs and specific tools to help with teaching.

Faculty operate at two levels: national and regional/international. Regional responsibilities are possible after successful completion of the FEP and having received a recommendation. Recommendation to become regional faculty may come from senior faculty or chairpersons. After participating as a faculty member on courses outside your country, faculty take part in an assessment process and once approved, have the option of taking coaching training. This provides concrete skills for delivering feedback to fellow faculty on top of being an approved faculty.

Faculty development process

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Decision: National Council National Council
Faculty are carefully selected and prepared for their educational responsibilities. The process to become faculty is defined by moving through predetermined steps, gaining confidence through training and experience at face-to-face events. Assessment, feedback, self-evaluation, and certification support faculty in their educational ambitions.

## Faculty development process

### How do I become a faculty member? Moving through the steps.

#### National provisional faculty
Numbering corresponds to the position on the process diagram below.

1. **Nomination**
   Faculty will be identified and nominated on a national level.

2. **Selection—minimum criteria**
   - AOTrauma member
   - Completed AOTrauma Basic Principles and Advanced Principles of Fracture Management courses
   - Minimum of 50% of practice in orthopedic trauma
   - Application form for faculty completed (including current CV)
   - Letters of recommendation from 2 members of AOTrauma faculty
   - Additional regional criteria, where applicable

3–4. **Approval to attend the Faculty Education Program (FEP)**
The national council can grant approval to participate in the Faculty Education Program if candidates have instructed on 3 courses as provisional faculty and if their continuous assessment is positive. Existing faculty are exempted from the approval process and may access the FEP course at their discretion.

#### National faculty
(5–6) **Certification and assessment**
After successful completion of the FEP, the candidate will become a certified national faculty and able to assume faculty roles on courses in their own country.

#### Regional/international faculty
(7–12) **Recommendation and approval**
After completing the FEP, select candidates may be recommended for regional and/or international course roles. Once approved for this level of involvement, faculty will gain experience delivering courses on an international stage and through assessment practice.

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Regional Education Committee
Faculty Education Program

Learning specific teaching skills

Goals of the FEP
Designed to train AOTrauma faculty, the Faculty Education Program (FEP) provides the framework to explore a variety of teaching methods. This program concentrates more on practical skills than theory, guiding faculty through the specifics needed to deliver high impact lectures, lead interactive discussion groups, and instruct effectively at practical exercise tables. After completing the FEP, participants will demonstrate understanding of the core competencies by assuming a faculty role on an AOTrauma course.

Target audience
New or existing faculty who fulfill the following requirements:
• AOTrauma member
• Assigned as faculty to an AOTrauma course within 3–6 months upon FEP completion
• Completed both the Basic and the Advanced Principles of Fracture Management courses
• Recommendation by the AOTrauma Country Council
• Good working knowledge of the language the FEP is being taught in

Program description
1. Online preparations—five weeks prior to the face-to-face event
Preparations begin with a self-assessment and progress to online self-study and discussion. Course topics include: how adults learn, giving a lecture, running practical exercises, and leading group discussions. Interaction is encouraged via online forums.

2. Face-to-face event—one and a half days
This event is based on interactive sessions. Beginning with how to deliver presentations, lead discussions, and demonstrate practical exercises, all participants receive detailed feedback from the group and the faculty/educator.

3. Online follow-up
After the course: self-assessment is initiated and contributions are made to the ongoing online discussion.
Chairperson career pathway

Progression of learning

The chairperson is a representative of AOTrauma, relying on high-level organizational and diplomatic skills to translate the curriculum into educational activities. They communicate with faculty, course participants, and industry representatives. There exist two training options to support the responsibilities of a chairperson; one is targeted at the national level course chairperson (Basic, and Advanced Principles of Fracture Management), the other to those who are involved with international-, subspecialty-, and Master courses.

Chairpersons operate on two levels: national and regional/international. After having been appointed chairperson by the regional Education Commission, they are selected to participate in a Chairperson Training Program (CTP). Once training has been completed they may assume the role of chairperson at the national level, gathering experience, and undergoing assessment/approval before taking on the role at the regional level. If recommended for an international chairperson role, the AOTrauma Education Commission (AOTEC) will evaluate a nominee’s experience before giving approval.

Chairperson development process

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Decision: Regional Education Committee

Regional Education Committee
Chairpersons are carefully selected and then equipped with tools needed to be successful in this role. Previous experience as faculty on AOTrauma courses is a must. Additionally they have to display characteristics such as enthusiasm, a talent for organization and exceptional communication skills. Continual feedback and assessment allow chairpersons to improve their skills as they become involved in higher level courses.

**Chairperson development process**

**How do I become a chairperson?**

**Progression of responsibility**

**National chairpersons**

Numbering corresponds to the position on the process diagram below.

1. **Nomination**
Candidates are nominated on a country level. Following this, the regional AOTrauma Education Committee reviews and selects candidates according to the criteria listed below. Regional criteria may also exist. Consult a representative of your region for a current list of selection criteria (see back cover).

2. **Selection—minimum criteria**
- Having taught as faculty in all these roles: lecturer, discussion group leader, table instructor, practical director, and moderator
- Having attended a minimum of 5 surgeon courses (not ORP) as faculty
- Demonstrated organizational and leadership abilities
- Completed Faculty Education Program (FEP) or equivalent

3–6. **Attend the Chairperson Training Program (CTP)**
Participation in the Chairperson Training Program is recommended for all who wish to assume the role of chairperson. Upon successful completion of this program, experience in the role is encouraged through involvement in national courses. Feedback, assessment, and approval from regional Education Committees is required before chairing a regional course.

**Regional/international chairpersons**

7–10. **Attend the Educational Leadership Program (ELP)**
Before getting involved in an international course, potential chairpersons are selected by the AOTrauma Education Commission. These candidates are CEP/ELP graduates with experience in chairing courses at national/regional level and have received positive evaluations from national courses. Chairpersons develop educational leadership through practice and learn from suggestions by educational professionals and peers.
The **Chairperson Training Program (CTP)** has been designed for all course chairpersons assigned to a course of AOTrauma Basic Principles of Fracture Management and Advanced Principles of Fracture Management. Other approved courses of the AOTrauma competency-based curriculum, such as the Orthogeriatrics course will also be considered.

**Chairperson Training Program**

**Developing a new skill set**

**Goals of the CTP**
This training program will equip course chairpersons with the skills and tools to adjust the Basic Principles and Advanced Principles of Fracture Management course template according to their learners’ needs. The program encourages participants to work with their own course material and implement their freshly acquired skills and knowledge in the areas of course development, assessment, and evaluation. The program focuses on teaching methods, logistics, relationship with industry, and faculty management.

**Target audience**
- All course chairpersons assigned to an AOTrauma Basic Principles of Fracture Management or Advanced Principles of Fracture Management course
- Chairpersons of other competency-based curriculum events
- Participants also have to satisfy the following criteria:
  - Completion of the Faculty Education Program (FEP), or equivalent

**Program description**

1. **Online preparations—five weeks prior to the face-to-face event**
   Preparations begin with self-assessment and progress then to online self-study and discussion. Course topics include “Chairperson role and tasks”, “Addressing learners’ gaps”, “Faculty management”. Interaction is encouraged via the online forums.

2. **Face-to-face event—one and a half day**
   This event is based on interactive sessions. Beginning with early communication and precourse activities, all participants receive detailed feedback on their course planning from the group and the faculty/educator.

3. **Online follow-up**
   After the course: self-assessment is initiated and participants are being encouraged to contribute to the ongoing online discussion.
The Educational Leadership Program (ELP)—formerly Chairperson Education Program (CEP)—has been designed for experienced and actively involved AOTrauma faculty members who have demonstrated success in teaching and are highly motivated. Delivered at graduate level, the curriculum concentrates on the practical application of concepts, but also includes theory.

Educational Leadership Program

Learning to lead

Goals of the ELP
Upon course completion, participants can apply the key features of curriculum development and management. They will base their instructional design on problem identification/needs assessment, target learners, goals, learning outcomes, educational methods, evaluation and feedback. Having learned educational principles and best practices, participants are well placed to become educational leaders.

Target audience
• Experienced faculty with demonstrated teaching success
• Highly motivated
• Actively involved in regional education activities
• Completed a Faculty Education Program (FEP), or equivalent
• Good English skills (spoken and written)
• Participants also have to satisfy at least one of the following criteria:
  – Assigned to a Masters/Specialty level course
  – Educational Task Force Member
  – National/regional educational leader (eg, education officer)

Program description
The ELP is attached either to a Basic or Advanced Principles of Fracture Management course to allow the participants to observe educational activities from the chairperson’s perspective.

1. Online preparations—five weeks prior to the face-to-face event
Preparations begin with self-assessment and progress then to online self-study and discussion. Course topics include “Motivating your learners”, “Using assessments to make decisions”, “Selecting appropriate teaching methods”. Interaction is encouraged via the online forums.

2. Face-to-face event—four day seminar and workshops
This event is based on interactive sessions. Beginning with observing the precourse, lectures, discussions, and practical exercises, all participants critically evaluate course delivery. Topics include “Quality education criteria”, “Faculty management”, “Feedback”, and “Curriculum development”. All theory is supported by relevant literature.

3. Online follow-up
After the course: a self-assessment is initiated and participants are being encouraged to contribute to the ongoing online discussion.
All educational offerings at AOTrauma contain an element of evaluation/assessment and delivery of feedback; this process is aligned with the AO principles of education and constitutes an important component of quality improvement. The development of the official Coaching Training (CT) has been well received since 2012. The course is valued for its ability to improve coaches’ confidence and is responsible for the growth of a coaching culture within faculty.

Coaching Training

Giving performance feedback

Goals of the Coaching Training
Coaching encompasses the idea of unlocking potential to achieve the best performance. An understanding of this concept is paramount to consistently assessing faculty educators and encouraging high quality instruction while enabling change.

Objectives
• Describe the 7 principles of education
• Observe and assess presentations, discussion groups, and practical exercises
• Conduct a structured coaching session with individual faculty members
• Deliver well positioned constructive feedback based on concrete examples
• Display ability to develop and improve performance of faculty members

Target audience
• Experienced faculty with demonstrated teaching success
• Selected individuals who have completed the Faculty Education Program (FEP)
• Participants also have to satisfy at least one of the following criteria:
  – Highly motivated, active involvement in regional education activities
  – Ideally, participants have completed the Regional Education Team Training (RETT) and/or the Education Leadership Program (ELP)

Program description
The coaching training is held in conjunction with a Basic, and Advanced Principles of Fracture Management course. Participants receive instruction in the art of coaching using AOTrauma prepared checklists, observe actual practical sessions, and then provide coaching for all educational activities.

1. Online preparations—three weeks prior to the face-to-face event
Training topics include the role of feedback in medical education, assessment as a learning tool, and mentoring. All concepts are supported by relevant literature. Interaction is encouraged via the online forums.

2. Face-to-face event—six days (in conjunction with a Basic, and Advanced Principles of Fracture Management course)
Seminars about the specific demands on coaching discussion group leaders, lecturers, and practical session leaders are supported by workshops. Supervised coaching is provided by participants for every session.

3. Online follow-up
After the course: self-assessment is initiated and participants are being encouraged to contribute to the ongoing online discussion.
Feedback guidelines for coaches

The model used by AOTrauma coaches for giving feedback has been developed with input from a number of educational sources. Referred to as the “went well/next time format”, coaches are trained to guide faculty through a self-assessment that is then countered with input from the coach observer. By acknowledging which aspects went well and which could be improved both parties seek to advance the learning experience for course participants.
Composed of one educator and two surgeon faculty, Regional Education Teams (RET) work together towards the common goal of upholding the highest quality educational programs within a region. Surgeons are nominated by regional offices and selected by Regional Education Committee in coordination with AOTEC.

Regional Education Team

Influencing change and enforcing quality

The key quality education force within the regions, the RETs are responsible for training faculty by organizing and conducting the regional Faculty Education Programs. They directly interact with faculty, coaching, mentoring and assisting them in implementing new programs, that best meet the needs of surgeons in their region.

RETs additionally provide a quality check by observing and assessing the region’s education programs, conducting quality improvement training when appropriate. The RETs demonstrate leadership and communicate their regional vision. They are responsible for establishing the credibility of the educational team and ensuring all understand the AO Trauma approach to education.

Regional Education Teams (surgeons and educators) are also selected in regard to native language. This way the Faculty Education Program can be offered in English, German, Spanish, and Chinese to suit the specific needs of learners from different cultures.
The Regional Education Team Training (RETT) was developed to empower faculty and educators to plan, conduct, and adjust the Faculty Education Program (FEP) based on the needs of their learners. Members of the Regional Education Team learn how to assess faculty performance and give appropriate feedback. The skill set built over the duration of the course assists participants in their role for monitoring quality.

Regional Education Team Training

Developing as an expert

The AOTrauma Regional Education Team Training (RETT) is designed to train educators and surgeon faculty teams to deliver the Faculty Education Program (FEP). Participants learn how to be the region’s experts in the planning and provision of faculty training. They gain skills that facilitate the assessment, coaching, and mentoring of faculty, including the evaluation of the effectiveness of their region’s educational programs.

Target audience

- Educators and surgeon faculty with a strong commitment to quality education, teaching expertise, and credibility within AOTrauma.
- Surveys are nominated by AOTrauma regional offices and selected by AOTrauma Regional Education Committee in coordination with AOTEC.
- Participants also have to satisfy the following criteria:
  - Must have completed the Faculty Education Program (FEP) and Educational Leadership Program (ELP; former CEP).

Program description

The RETT is a comprehensive program that includes an initial online component, a “live” session, follow-up online activities, coaching, organizing, and conducting the Faculty Education Program (FEP).

1. Online preparations—five weeks prior to the face-to-face event
   Preparations begin with self-assessment and progress to online self-study and discussion. Interaction is encouraged.

2. Face-to-face event: 2–4 day seminar and workshops
   Participants learn how to teach and implement the Faculty Education Program. Topics include “How to teach online activities”, “How to tailor the FEP to regional needs”.

3. Online follow-up
   After the course: self-assessment is initiated and participants are being encouraged to contribute to the ongoing webdiscussion and to take part in the online Community of Practice (CoP) for RETs.
All faculty development programs are by invitation only.
If you are interested, please contact your regional office:

Europe: Liane Rieger (lrieger@aotrauma.org)
Middle East: Liane Rieger (lrieger@aotrauma.org)
Latin America: Jaime Acosta (jacosta@aotrauma.org)
North America: Jane Mihelic (Mihelic.Jane@aona.org)
Asia Pacific: Isabella Wong (iwong@aotrauma.org)

"Being a faculty member on AOTrauma courses is always an exciting endeavor. The people I meet and work with are fascinating and these interactions have positively improved my professional network. I have applied the skills AO Education has provided, to the classroom, the boardroom, and the operating room."

Michael Baumgaertner MD
Chief Orthopedic Trauma Service, Associate Professor
Yale University School of Medicine
New Haven, CT, USA

Faculty Support Packages:
available on mobile devices from 2014 on!

These custom designed resources and tools to support faculty are available through the “Faculty Center” on the AOTrauma website (aotrauma.org > Education > Faculty Development > Faculty Center > login for faculty only). There you will find downloadable planning-, template-, and syllabi packages for a variety of courses and faculty positions (eg, Basic, and Advanced Principles, Hand and Wrist, Faculty Education Program, etc.).